

|                 | <b>4.0<br/>Exceeds<br/>Expectations</b>  | <b>3.0<br/>Secure<br/>Meets Standard</b>  | <b>2.0<br/>Developing Skills</b>   | <b>1.0<br/>Beginning Skills</b>                          |
|-----------------|--|---|--|--|
| World History 3 | Researches current physical and cultural patterns and assesses how humans continue to change the land to improve the quality of life | Analyzes physical and cultural patterns of how humans changed the land to improve their quality of life | Explains specific examples of how humans changed the land to improve their quality of life | Identifies how geographic features impact people's lives |

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|-----------------|--|---|---|--|
| World History 4 | Articulates how technology and innovation have changed multiple societies over historical time periods | Demonstrates how technology and innovation have developed within a society during a specific period of time | Demonstrates how technology and innovation in general have helped society develop | Understand the importance of technology and innovation |

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|-------------------------------------|---|--|--|--|
| Group Work:<br>Employability Skills | This student exceeded my expectations and went above and beyond what was asked. | This student did what he/she was supposed to do. | This student did his/her best to fulfill his/her duties, even if it wasn't always done perfectly | When reminded and with help this group member fulfilled his/her duties |

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|--|---|---|---|---|
| Individual Work:<br>Employability Skills | Demonstrated leadership qualities, kept group on task, and pushed group members to achieve full potential | Performed all assigned tasks with a positive attitude and met/fulfilled duties well and on time | With prompts from group members and teacher, student performed assigned tasks | Student contributed little to the group, and/or could not complete an individual task |

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|-----------------------------|--|---|--|--|
| Speech: 21st Century Skills | Speech was memorized, well put together, all group members played a role, effectively used visual aides, and maintained a focused, academic tone | Students used notecards as an aid, well put together, all group members played a role, used visual aides, and usually maintained a focused, academic tone | Students read a prepared speech, tried to maintain an academic tone, and all group members participated in the speaking portion. | Students read a prepared speech, most group members participated, needed prompts, help with organization |

Comments: